

DRAFT Proposed Revisions
Prekindergarten Guidelines
II. Language and Communication Domain

Prepared by the Prekindergarten Review Committee

First Draft, November 2015

These draft proposed revisions reflect the changes to the Language and Communication Domain in the Prekindergarten Guidelines that have been recommended by the Prekindergarten Guidelines review committee. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethrough (~~deletions~~). Text proposed to be moved is shown in purple font with strikethrough (~~moved text~~). Text proposed to be moved is shown in purple font with underlines (new text location).

Comments in the far right-hand column shown in blue (comments) provide explanations for the proposed changes and future considerations. The following notations were used as part of the explanations:

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

Prekindergarten Guidelines: II. Language and Communication Domain	
Guidelines with edits	Committee Comments
<p>During the prekindergarten years, children’s experiences with language begin to form the basis for their later school success. Explaining words and sounds, talking to children about objects and their names (labeling), and using expanded vocabulary are all ways in which teachers can help to build children’s oral language skills. Given adequate opportunities to interact with responsive adults in language rich classrooms, young children’s language skills usually expand rapidly during these years. <u>The language skills include listening and speaking, expanding both children’s understanding of what they hear, as well as their ability to communicate their own ideas and experiences. These language skills in turn have a tremendous impact upon reading and writing as children progress through school. Language is optimally time for authentic purposeful child-initiated oral language coopportunities. supported by providing a large amount of time throughout the day for oral language communication including time for authentic, purposeful child-initiated oral language opportunities.</u> For children whose first language is other than English, the native language serves as the foundation for communication among family and community members, and building concepts and understanding of the world around them. This proficiency also assists in English language acquisition. Many children who are English language learners (ELL) enter our schools with a remarkable knowledge of their native language, a “linguistic knowing” that they utilize instinctively in their daily communications. The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten, requires that we take what students already know and understand about literacy in their home language and ensure that this knowledge is used to help them gain literacy skills in a second language. <u>The language skills include listening and speaking, expanding both children’s understanding of what they hear, as well as their ability to communicate their own ideas and experiences. These language skills in turn have a tremendous impact upon reading and writing as children progress through school. Language is optimally supported by providing a large amount of time throughout the day for oral language communication including time for authentic, purposeful child-initiated oral language opportunities.</u> Prekindergarten educators should provide opportunities to promote language learning in children who speak a language other than English. Children who are English language learners may have difficulties with the pragmatics (the appropriate use of language to communicate effectively in many different situations and for many different purposes) of English. These include rules of politeness, conversational skills, and extended discourse (telling story and giving an explanation). Pragmatic skills are important for children who are English language learners to understand what teachers say in the classroom. Scaffolding is effective for building young children’s language and literacy; this is also true for the English Language Learner. Except where specified, the following guidelines outline language accomplishments for 4-year-old children in their native language. The stated outcomes should be used as a guide for children who have limited English proficiency and are appropriate for all children who are English language learners, providing guidance for teachers’ instruction. Additional specific guidelines for the support of language development of prekindergarten children whose home language is not English in English-only settings appear below and are indicated by this icon. [ELL icon here]</p>	<ul style="list-style-type: none"> • Change English Language Learners (ELL) to English Learners (EL) Re-consider this comment as legislation references include term ELL. <p>Future revisions to consider:</p> <ul style="list-style-type: none"> • Add more specificity for developmental markers incorporated (child behaviors); language differences and disorders • Include language and sound development markers with examples for appropriate practice. • Include connections for families. • Reorganize receptive and expressive sections to align better with the normal sequence of teaching and learning.

A. Listening Comprehension Skills				
<p>From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, prekindergarten children who are English language learners can be in a classroom environment that is either English as a Second Language instruction or Bilingual. Children who are English language learners arrive at school with listening comprehension skills in their home language. These skills can be used to support the child's development in English. Children who are English language learners listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English).</p>				
By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies	
Child responds to situations in ways that demonstrate he understands what has been said.	II.A.1. Child shows understanding by responding appropriately.	<p>The child:</p> <ul style="list-style-type: none"> • has a multiple-turn conversation with another person, listening in order to extend or connect to an idea expressed by the other person. • responds to stories by asking and answering questions. • makes comments related to the topic being discussed. • responds before, during, and after stories read to the whole class, as well as responding when read to in a small group. • follows a change in the morning activity schedule as described by the teacher. • follows verbal directions. • listens to digital audio-taped stories and shows understanding through 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children daily in conversations related to themes or content where children take multiple turns listening and responding, either orally or physically. • provides feedback when conversing with a child to model listening and encourages additional comments from that child. • asks children to recall and add details to expand their responses while engaged in group activities, such as read aloud time, show and tell, author's chair. • asks children who, what, where, and why questions to engage children in the read aloud experience. • provides multicultural, culturally relevant books for children. 	

		body language, pointing to the appropriate pictures, or retelling what she heard.		
Child follows simple single step requests.	<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>ELL icon:</u> <u>Child follows one-step oral directions in second language.</u></p>	<p>The child:</p> <ul style="list-style-type: none"> • follows directions given by the teacher to “Please put your things away, and then sit down on the carpet.” • responds to instructions given to the whole class (“Please get your jackets, put them on, and get in line.”). • repeats an instruction to a friend. • follows directions on a tape or CD to perform various movements, or gestures. • <u>Follows directions on a digital device to perform various movements or gestures.</u> • participates in games such as “Follow the Leader.” 	<p>The teacher:</p> <ul style="list-style-type: none"> • instructs children in daily routines, such as setting the table, going to centers, going outside and to the restroom, by giving two- and three-step directions. • provides two- and three-step directions for children to complete specific tasks during transitions such as cleaning up and getting in line. • plays or sings songs requiring children to act out multiple behaviors and multi-step directions (“Hokey, Pokey”; “If You’re Happy and You Know It”). 	<p>Include differentiated expectation for ELL in English (native language same expectation)</p>
Child demonstrates basic understanding of following classroom routines.	<p>II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).</p> <p><u>ELL icon:</u> <u>Child beginning to show understanding of new language</u></p>	<p>The child:</p> <ul style="list-style-type: none"> • follows a set of routines for activities and can make sense of what is happening. • responds to consistent and simplified language when instructed in literacy activities and assignments. • turns to a partner and repeats instructions – 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides scaffolds in how to use strategies, skills, and concepts. • adjusts own use of English to make concepts comprehensible. • accepts responses in child’s native language. • selects and incorporates children’s responses, ideas, examples, and experiences 	<p>Include differentiated expectation for ELL in English (native language same expectation)</p>

	<u>being spoken by teachers and peers.</u>	<p>Think, Turn and Talk.</p> <ul style="list-style-type: none"> • responds to questions by using the following to represent answers: popsicle sticks (with green/red ends); white socks vs. colored socks; yes-no cards; thumbs-up thumbs-down; beanbag; beach ball. 	<p>into lesson.</p> <ul style="list-style-type: none"> • always gives children think time before asking for a response. • ensures quality of independent practice. • asks questions to ensure comprehension. • provides extra instruction, practice, and review. • maintains close proximity to children. • uses the child's home language as base to support the development of English oral language (in Bilingual and ESL programs). • allows children to respond in their home language (in Bilingual/ESL instructional settings). 	
B. Speaking (Conversation) Skills				
<p>Prekindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults. The skill to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal expressions. Children who are English language learners may require more time to respond and greater wait time, because they are learning and processing two languages at once. This is a normal part of second language acquisition. Children learning English should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.</p>				Include markers
By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies	
Child sometimes uses language for different purposes.	II.B.1. Child is able to use language for different purposes.	<p>The child:</p> <ul style="list-style-type: none"> • requests help from a teacher to get a ball that went over the playground fence. • tells a friend that she is angry about being pushed. • uses "please" and "thank you" 	<p>The teacher:</p> <ul style="list-style-type: none"> • models appropriate language usage. • engages children verbally in center activities, role playing, and modeling desired 	

		<p>appropriately.</p> <ul style="list-style-type: none"> • participates in a discussion about magnets, making predictions about what things the magnet will attract. • tells the class about a family trip to the zoo. 	<p>language skills.</p> <ul style="list-style-type: none"> • provides experiences that require children to talk, play and work cooperatively. • engages children in active problem-solving situations (“What do you think will happen if...?” “How would it change what happens when...?”). 	
Child sometimes uses accepted language and style during communication with familiar adults and children.	II.B.2. Child engages in conversations in appropriate ways.	<p>The child:</p> <ul style="list-style-type: none"> • TEXT that is in yellow below should be moved here* • enters an existing play situation, joining into the conversations in progress (outside, dramatic play, or construction center, etc.). • responds to both open-ended questions and questions with specific answers (“What do you think about...?” “What is your favorite kind of pizza?”). • initiates, <u>participates in</u>, or terminates conversations appropriately. • engages in appropriate greeting, <u>contributes to a conversation</u>, and <u>can</u> departing conversations.* 	<p>The teacher:</p> <ul style="list-style-type: none"> • creates a play environment that encourages children to engage in conversations during play. • provides interesting and changing materials and settings for children to talk about. • engages in conversational exchanges with each child every day. • notices the children who do not engage in talk as easily and looks for ways to initiate conversation or to have another child initiate a conversation with those children. 	<p>Future consideration: Consider some streamlining/combining of outcomes for B.2-B.5.</p>
Child is able to communicate basic information in familiar social settings.	II.B.3. Child provides appropriate information for various situations.	<p>The child:</p> <ul style="list-style-type: none"> • answers questions from adults within the school, other than the classroom teacher, such as a nurse. • asks the teacher for help in 	<p>The teacher:</p> <ul style="list-style-type: none"> • models classroom expectations for greeting and responding to new people. 	

		<p>problem-solving or with tasks such as tying a shoe.</p> <ul style="list-style-type: none"> introduces herself to a new child in the class. 	<ul style="list-style-type: none"> teaches children to ask for help when necessary. helps children learn their personal information and appropriate people to share that information with in a safe manner. 	
Child sometimes uses accepted language and style during communication with familiar adults and children.	II.B.4. Child demonstrates knowledge of verbal conversational rules.	<p>The child:</p> <ul style="list-style-type: none"> participates in a conversation with a peer or adult, taking turns talking and not interrupting. waits until a teacher finishes a conversation with an adult before talking. uses the appropriate tone of voice for the situation (a raised voice to show excitement when talking about a new pet or outside; a quiet voice when inside). 	<p>The teacher:</p> <ul style="list-style-type: none"> models conversational etiquette during whole group time, such as sharing a journal entry or during show and tell ("James is sharing now. Your turn is next."). models and explains when and how to use the phrase, "Excuse me," when a child needs to interrupt an ongoing conversation. provides assistance to children in learning to wait their turn to talk, through the establishment of classroom rules and expectations. 	
Child sometimes uses appropriate nonverbal standards in conversations with others.	II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	<p>The child:</p> <ul style="list-style-type: none"> looks at a classmate as he discusses what he is going to build in the construction center. shows excitement by displaying wide open eyes and a smile when talking about a family experience. sits or stands an appropriate 	<p>The teacher:</p> <ul style="list-style-type: none"> reads parts of a book using different facial expressions and discusses how this affects the story. models and explains different nonverbal conversational rules ("When you look at me, 	

		<p>distance from a friend as they talk.</p> <ul style="list-style-type: none"> • talks to the people in her vicinity, at her table or beside her on the carpet. 	<p>it shows me that you are listening.”).</p> <ul style="list-style-type: none"> • role-plays conversations using appropriate nonverbal behaviors (“Watch my face while I am talking to Maria. See how I watch her while she is talking, smiling if she tells me something good, looking sad if she tells me something that is sad.”) Then, have a conversation with the child. 	
Child sometimes uses appropriate volume and intonation for different situations.	II.B.6. Child matches language to social contexts.	<p>The child:</p> <ul style="list-style-type: none"> • moves close to a teacher and speaks quietly as classmates settle down for a nap. • uses the title, “Mrs.” Or “Mr.” before a teacher’s name and refers to classmates by first names. • follows the classroom rule regarding “quiet voices.” • <u>differentiates/adjusts voice appropriately based on the activity.</u> 	<p>The teacher:</p> <ul style="list-style-type: none"> • models appropriate language and tone in different social situations (using different quiet and loud voices). • provides varying social situations for children to practice language usage (tea parties; assemblies; field trips). • reminds children of appropriate language and tone during different times of the day (in centers; meal time; in the hall; etc.). 	

C. Speech Production Skills				
<p>Young children must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Although some most children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their first language, young children in ELL settings gradually learn to pronounce the sounds of the English language.</p>				
By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies	
Child's speech is understood by familiar adults and children.	II.C.1. Child's speech is understood by both the teacher and other adults in the school.	<p>The child:</p> <ul style="list-style-type: none"> speaks clearly enough so that the other adults in the school or a visitor can understand what he is saying. accurately gives a message from home to the teacher. communicates in a way that others understand what is being said without constantly having to ask, "What did you say?" 	<p>The teacher:</p> <ul style="list-style-type: none"> speaks at a comfortable pace (not too fast nor too slowly) and an easily heard volume inside and outdoors. expects children to use language when making requests rather than only pointing or gesturing. plays games like "Telephone" that requires clear speech. models correct examples when a child over-generalizes rules (Child says, "My foots are cold." Teacher responds, "Your feet are cold. Why are your feet cold?"). 	<p>Committee comment: More specific expectations and the marker sounds should be included in the behaviors.</p>
Child may confuse words that sound similar.	II.C.2. Child perceives differences between similar sounding words.	<p>The child:</p> <ul style="list-style-type: none"> <u>can produce vowel sounds and consonant sounds such as [b,p,m,t,d,n,k,g,h].</u> follows directions without confusion over the words heard. points to the appropriate picture when prompted (when shown a picture of a goat and a coat, 	<p>The teacher:</p> <ul style="list-style-type: none"> models pointing to appropriate pictures as the objects in the pictures are said. models saying words distinctly enough to hear the differences between similar sounding words. provides pictures with similar sounding names for the children to interact with. 	<p>Committee comment: Include the minimal pairs of sounds and explain the differences and what sounds the child should be able to make (age appropriate markers).</p>

		<p>points to the picture that matches the word spoken)</p> <ul style="list-style-type: none"> • <u>discriminates between similar initial consonant sounds</u> • <u> b and p ; g and k or t and d .</u> 		
Child joins in songs and finger plays.	<p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).</p> <p><u>Insert ELL icon:</u></p> <p><u>Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).</u></p>	<p>The child:</p> <ul style="list-style-type: none"> • participates in planned oral language activities. • plays with familiar songs using sounds substitution (the song "Twinkle, Twinkle, Little Star" can be substituted using "la, la, la, la" throughout). • inserts sound play into the lyrics of a familiar song (highlights a particular sound, example /k/; works with the rhymes in the "Cat and the Fiddle" and "Hickory Dickory Dock".) • uses phonograms (cat, hat, sat, mat, fat, pat; <u>casa, masa, pasa</u>) when playing with rhymes. 	<p>The teacher:</p> <ul style="list-style-type: none"> • understands the importance of language development and the sound structure of language acquisition <u>including its relationship to phonological awareness development.</u> • selects words that include sounds common to both languages and separates similar sounds. <u>(b,e,m,d,t,k,g)</u> • asks children to repeat words before attempting a task. • has awareness of differences in pronunciation. • accepts oral approximations. • includes rhymes that focus on pairing movement and action with rhythmic passages. • uses choral responses. • uses phonograms (cat, hat, sat, mat, fat, pat). 	<ul style="list-style-type: none"> • Make connection between domains with the phonological piece • Speech production tied to phonological awareness • Give more specific examples
D. Vocabulary Skills				
<p>Children's vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children's previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. English language learners may need extensive English vocabulary instruction. Children who are English language learners arrive at prekindergarten with a vocabulary knowledge</p>				<p>Include the interconnectedness of 4 components of language which include:</p> <p>Phonology, semantics, syntax and pragmatics</p>

<p>base in their home language. This knowledge base should be used to develop vocabulary in the child's second language. When introducing vocabulary to children who are English language learners, teachers should use a variety of approaches to teach important new words and use real-life objects or pictures when appropriate. <u>The use of cognates and making cross-language connections can be helpful for vocabulary development. Exploring the sounds, meaning, grammatical function and the multiple uses of a word are strategies that are beneficial for increasing word knowledge among English language learners.</u></p>				
By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies	
Child understands and uses accepted words for objects, actions, and attributes.	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	<p>The child:</p> <ul style="list-style-type: none"> explains his favorite part of a fiction or nonfiction book that was read. relates experiences from a field trip, using specific words to describe what she saw and did, such as naming the tools the firefighter uses and how the siren sounded. uses words to communicate how he is feeling. uses language to express common routines. uses the new words introduced by the teacher while engaging in theme- or content-related activities and play. uses the new words while engaging in child-initiated play. uses the new words during role play in the dramatic play center while assuming the role of a cashier (scripts). 	<p>The teacher:</p> <ul style="list-style-type: none"> provides and reads to children a variety of concept-related books (farm/zoo animals, vegetables/fruits, the body, transportation). provides ways for children to interact with and use new vocabulary words in meaningful contexts using real objects or pictures (such as making a grocery store for children to interact with new vocabulary). models a wide variety of rich, rare vocabulary words including varied nouns, adjectives, and verbs ("These flowers are called azaleas. Their edges are frilly, like lace, but very soft."). defines new words for children when reading aloud by connecting what children already know to the new word and encourages discussion of word meanings ("This is a shovel. It is like a great big spoon that scoops up the dirt."). describes and explains concepts during outdoor play, 	<p>Overall vocabulary is a good place to capture home-school connections</p> <p>Reorganize this section with receptive vocabulary at the beginning of the domain, followed by expressive vocabulary which means D2 becomes D1 and D1 becomes D2.</p>

		<ul style="list-style-type: none"> • tells a classroom visitor about his experiences with the materials in the science center, using appropriate terminology. • follows directions that use descriptive words ("Hop slowly"; "Run fast"; "Draw a small square"). 	<p>and meal times ("As the weather begins to get cold, the leaves are starting to turn colors. Soon, they will fall off the trees.").</p> <ul style="list-style-type: none"> • creates category lists of words (people who work in our school; animals in the book we read) to help children make meaningful connections between words and concepts. 	
Child responds to instructional language of the classroom.	II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	<p>The child:</p> <ul style="list-style-type: none"> • follows directions during transitional times ("Please line up behind Maria." "Put your coat on the hook next to Rhonda's."). • follows directions in songs to "put your hand over your head", then "put your hand behind your back." • understands directions given at center time ("Put the items that are the same together."). • points to appropriate pictures or objects when prompted. 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides directions to children using very specific language for locations, sizes, shapes, and relationships ("Look for the long, brown block inside the cabinet."). • plays "I Spy" and scavenger hunt games using specific location, action, and descriptor words ("Find two crayons the same color and one that is different."). • creates adaptations of songs, poems, and nursery rhymes to incorporate using and demonstrating positional words ("Little Miss Muffet sat on her tuffet. Where would she sit if she sat in front of her tuffet?" Have a child demonstrate and all the children describe where the child is sitting.). • identifies the attributes that make objects the same or different ("These crayons are the same color but different lengths.") Demonstrates 	

			<p>difference in lengths by placing crayons side by side with one end the same, so children can observe the difference.</p> <ul style="list-style-type: none"> includes language about position and descriptive characteristics of things and actions when interacting with children or commenting on their play, during both inside and outside play (“Look at the bird sitting on the fence.”). provides activities that engage children in using positional and descriptive characteristics during independent play (centers where children describe actions as they put a variety of animals in front of, behind, beside a tree; sort shapes into groups of same and different, such as triangles and not triangles). 	
<p>Child shows understanding of many words and a steady increase in vocabulary.</p>	<p>II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.</p> <p><u>ELL icon :</u></p> <p><u>Child learning English as a second language may comprehend up to 1,000 words (ELL student will</u></p>	<p>The child:</p> <ul style="list-style-type: none"> uses a new word when describing a picture in a book (“That boat is floating on the water.”). demonstrates understanding of new words by using the new word appropriately (“The rock sank, but the boat floats.”). demonstrates understanding of new concept by using simpler words to explain concept (“The rock sank 	<p>The teacher:</p> <ul style="list-style-type: none"> <u>identifies, labels, and discusses the meaning and function of the pictures and objects placed around the room when changes are made in the environment in the classroom to support a new theme.</u> uses and explains new words daily when speaking with children. discusses new word meanings before, during, and after book reading, making connections to what children 	<p>Teacher outcomes have been resequenced to reflect the sequence of teaching and learning.</p>

	<p><u>comprehend many more words than he or she uses.)</u></p>	<p>to the bottom, but the boat stayed on top of the water.”).</p> <ul style="list-style-type: none"> • adds a connected idea to another child’s comment (Child One: “My rock went to the bottom.” Child Two: “Your rock sank!”). • uses new words when engaged in child-initiated play. 	<p>already know.</p> <ul style="list-style-type: none"> • creates opportunities for children to experience the new words in multiple ways across multiple experiences. (The new word <i>float</i> is read in a book, used in a science experiment, placed in a center for children to interact with, and used to describe the cereal in the milk during breakfast.). • listens for child usage of new words that are introduced. • identifies, labels, and discusses the meaning and function of the pictures and objects placed around the room when changes are made in the environment in the classroom to support a new theme. 	
<p>Child uses increasingly larger vocabulary.</p>	<p>II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p>	<p>The child:</p> <ul style="list-style-type: none"> • uses words to <u>communicate feelings</u>, needs, and wants. • adds a relevant idea to a previous comment by another person. • asks questions and adds information related to the current topic of conversation or book. • uses descriptive words (“My baby sister laughs loudly.” “That’s a funny story.”). • uses new words in retelling/acting out a story read by the 	<p>The teacher:</p> <ul style="list-style-type: none"> • asks children to tell how they are feeling or what they need/want. • provides numerous daily opportunities for children to talk to other children and adults in the classroom. • provides feedback to encourage, clarify, and evaluate children’s responses. • encourages children’s verbal input during book reading, including having them respond to questions or relate the book to their own experiences. 	<p>Future consideration: Consider streamlining the sections and subsections—some sound the same</p>

		<p>teacher.</p> <ul style="list-style-type: none"> tells a simple personal narrative, focusing on favorite or most memorable parts. 	<ul style="list-style-type: none"> provides new experiences and content for the children to discuss and interact. 	
Child uses category labels commonly encountered in everyday life.	<p><u>Move D.5. to D.6. II.D.65.</u></p> <p>Child uses category labels to understand how the words/objects relate to each other.</p>	<p>The child:</p> <ul style="list-style-type: none"> answers questions at circle time about construction using a new word learned from the pretend and learn hardware store. labels and describes different kinds of insects. identifies which objects are in a specific category and which are not. 	<p>The teacher:</p> <ul style="list-style-type: none"> connects new words into groups or categories so that children begin to understand how the words/objects relate to each other. <u>Make connection to native language for ELLs</u> labels by providing the category name of the different ideas or objects that appear in storybooks and other written text ("These are flowers, those are trees."). models use of and teaches category group labels such as vehicles, clothing, and furniture. provides opportunities for children to manipulate items into different categories, and has children share their collections by verbally labeling each item and the category name. observes children sorting and labeling materials during child-initiated play. 	<p>Address "labeling" for ELL needs in teacher strategies, e.g., in both languages</p>
Child participates through actions to begin to develop common object names and phrases.	<p><u>Move D.6. to D.5. II.D.56.</u></p> <p>Child increases listening vocabulary.</p> <p><u>ELL icon:</u></p> <p><u>Child</u> and begins to</p>	<p>The child:</p> <ul style="list-style-type: none"> <u>follows directions when introduced to a situation.</u> participates as a speaker and listener in group activities including child-initiated 	<p>The teacher:</p> <ul style="list-style-type: none"> finds out if new words learned in English are only new labels for concepts already known or if the concept itself must be taught. illustrates meanings with pictures or diagrams. 	

	<p>develop <u>and use</u> vocabulary of object names and common phrases <u>in English.</u> (ELL)</p>	<p>imaginative play (plays the role of the store clerk or a waiter in a restaurant).</p> <ul style="list-style-type: none"> • follows directions when introduced to a situation. • responds appropriately to simple instructions given by the teacher (follows two consecutive instructions, or chooses two flowers from the tray and draws pictures of them). • follows a command using actions. • sequences story picture cards. • retells a story in his own words. • role plays or pantomimes stories. • listens attentively and responds to stories and poems (tells a story; enacts a poem; draws a picture to illustrate a story or poem). 	<ul style="list-style-type: none"> • uses artifacts and hands-on manipulatives. • uses anchor charts, graphic organizers, and semantic mapping. • role plays or pantomimes. • makes drawings on the dry erase board. • makes use of how things are said (volume, pitch, rate, and emphasis), using as many cues as possible to help child gain the meaning. • uses the Spanish word and has the child repeat the new word in English, if necessary. (e.g., “<i>El tiene hambre.</i>” “He is hungry.” “Hungry”). • uses facial expressions, hand gestures or acts out stories to promote child's understanding. • restates important information by using synonyms, cognates, paraphrasing, and visual cues. • uses the child's home language as base to support the development of listening skills in English. • provides instruction or command in the child's home language followed by the command in English (as needed). 	
E. Sentences and Structure Skills				
<p>Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Four-year-olds become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children's use of invented words and the over generalization of language rules (for example, saying “foots” instead of “feet” or [Spanish] “yo no cabo” instead of</p>				<ul style="list-style-type: none"> • Address differentiation and clarification of simple vs. complex sentences

<p>“yo no quepo”) is a normal part of language acquisition. Sentence and grammatical complexity develops in young children with plenty of opportunity for rich conversation. It is important that time is spent in authentic speaking opportunities. Also, teachers can support English language development through more specific playful language-building activities.</p>				<ul style="list-style-type: none"> • Consider streamlining of outcomes in this domain • Include Spanish examples
By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies	
<p>Child uses simple sentences of three to four words to express needs.</p>	<p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<p>The child:</p> <ul style="list-style-type: none"> • tells about a family experience using longer and more complex sentences. • participates in a long conversation (staying on topic and taking turns) about the structure he is building in the block center. • answers questions and adds ideas using complete sentences while the teacher leads the class to create a chart detailing what the children know and want to know about an upcoming topic/concept. 	<p>The teacher:</p> <ul style="list-style-type: none"> • plays a word substitution game that expects each child to repeat the sentence with a different ending (“I went to the zoo and saw a _____.” <u>Spanish ex: “Fui al zoológico y vi _____”</u>). • helps children tell one sentence about their drawings or favorite objects (“My big sister plays basketball.” “Here’s a picture of my teddy bear.” <u>Spanish examples: “Mi hermana juega tenis.” “Miren mi dibujo de los animales.”</u>). • models how and encourages children to play “Guess What I Am?” by describing a familiar object hidden in a cloth bag in order to guess its identity (“I feel something hard. It has four legs. It has a long neck and a small head.”). 	

			<ul style="list-style-type: none"> demonstrates by doing a “think aloud,” telling how to think about what you want to write or draw in a journal, writing/drawing it, and then sharing about one’s own journal. provides home and school connections for the child. 	
Child may over generalize grammatical rules.	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<p>The child:</p> <ul style="list-style-type: none"> uses the correct tense when describing something he did yesterday or last week. says “went” although a younger classmate says “goed.” identifies the work that is hers, using “my” and “mine” and those that belong to friends, using “his” or “her.” 	<p>The teacher:</p> <ul style="list-style-type: none"> models and helps children describe sets of multiple and single objects to practice the use of correct subject-verb agreement. plays word games to encourage children to say phrases and sentences with irregular plurals (foot/feet, mouse/mice, child/children). (“Here is one foot, now there are two _____. Now there is one _____.”). demonstrates how to tell about one’s own picture and about another child’s picture beginning with the words “my picture”, “his picture.” 	
Child links two ideas together by combining sentences	II.E.3. Child uses sentences with more than one phrase.	<p>The child:</p> <ul style="list-style-type: none"> talks with a friend as they play using sentences with more than one phrase (“Let’s go to the store and get milk for the baby.”). participates in a circle time discussion, adding information in multiple phrases (“Birds build nests in the trees and then lay their eggs.”). 	<p>The teacher:</p> <ul style="list-style-type: none"> pairs children together with pictures to play a “silly sentence” game with one child saying the first part of the sentence and the other child adding a phrase to it (“My yellow cat climbed up the tree... to catch a falling star.”). encourages children to share information during show and tell about the objects. 	

		<ul style="list-style-type: none"> describes a family event, combining phrases to show sequence (“We went to the grocery store and then drove back home.”). 	<ul style="list-style-type: none"> models describing the events of the day by using more complex sentence structures. describes new objects by using the name of the object and what, how, or where it is used (“This is a bulldozer and it is used to push trees and bushes into a big pile.”). 	
Child uses simple sentence structures with usually one idea.	II.E.4. Child combines more than one idea using complex sentences.	<p>The child:</p> <ul style="list-style-type: none"> describes what happened when she put the last block on the tower and it fell. tells a friend what to do when taking an order for pizza in a pretend restaurant. reminds the teacher that he has to go get the notes to go home from the office and hand them out to the children. 	<p>The teacher:</p> <ul style="list-style-type: none"> provides simple science experiments and encourages children to tell what happened (“The paper clip sank to the bottom when I put it in the water. I think the rock will sink, too.”). helps the children use complex sentences when retelling familiar stories (“When Goldilocks woke up and saw the three bears, she went running back through the forest.”). encourages children to describe common occurrences using complex sentence structures (“When we first come to school in the mornings, we have to put our things away.”). 	
Child understands and uses increasingly longer sentences.	II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	<p>The child:</p> <ul style="list-style-type: none"> describes a family trip, combining sentences and giving lots of detail (“When my grandpa came over, we went to the park. We had fried chicken, and played on the swings.”). participates in a circle 	<p>The teacher:</p> <ul style="list-style-type: none"> provides an interesting nonfiction book and prompts the children to discuss what they are seeing and hearing in the book (“What is the caterpillar doing? How do you think he feels inside the cocoon?”). models and uses guiding 	

		<p>time discussion of butterflies, and builds on the information from nonfiction books the teacher has read and previous discussion by talking to the teacher when the child sees butterflies outside later in the day.</p> <ul style="list-style-type: none"> • asks many questions about the police officer when he comes to the classroom for a visit. 	<p>questions to help children add details to telling about a personal event (“This weekend my family had a picnic. My children were there and so was my mom. We ate sandwiches and played on the playground. I was so tired when I went home but we had such a good time.”).</p> <ul style="list-style-type: none"> • prompts for more detail, clarification, and elaboration as the children relate stories or show and tell items (e.g., “Juan, where did you get that stuffed dog? Where has he gone with you?”). 	
	<p>II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).</p>	<p>The child:</p> <ul style="list-style-type: none"> • uses gestures, or points to objects or people. • responds to greetings with simple words, gestures, and other nonverbal behavior. • uses gestures to communicate basic needs (points toward door when needing to go to the restroom). 	<p>The teacher:</p> <ul style="list-style-type: none"> • is aware that English language learners, depending on their comfort level with English when they enter the prekindergarten classroom, may pass through a “silent” stage before they begin speaking in English. This “silent” period should not be seen as a reflection of the child’s abilities or willingness to participate. • provides a non-invasive environment. • engages learners in cognitive learning strategies, choral responses, group discussions. • creates multiple opportunities for children to use English in both English as a Second Language and Bilingual classroom settings. 	

	<p>II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).</p>	<p>The child:</p> <ul style="list-style-type: none"> identifies by name a few familiar objects, people, and events (family members; body parts; clothing; pets; foods; common occupations; seasons; common school, classroom, and home objects). speaks in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning. 	<p>The teacher:</p> <ul style="list-style-type: none"> begins all lessons by pre-teaching the vocabulary and language objective. focuses on the language function that the child will need to use to carry out the lesson. focuses on meaningful activities that involve "hands on," choral readings, and singing. pre-teaches new vocabulary words in the child's home language and also English (as needed). <u>uses cognates when possible for ELLs to make cross-language connections.</u> 	
	<p>II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).</p>	<p>The child:</p> <ul style="list-style-type: none"> comprehends a limited number of common words and simple phrases in conversations held on topics of personal relevance (basic greetings and courtesies when spoken slowly and with extensive rephrasing, repetitions, and contextual clues). comprehends and follows simple routine instructions for classroom activities that depend on gestures and other contextual clues ("Let's line up for the restroom."). 	<p>The teacher:</p> <ul style="list-style-type: none"> groups children of similar proficiency levels in groups of two to three to facilitate instructional conversations. groups English learners with English native speakers so they can hear English spoken regularly (English phonemes and vocabulary). 	